

2008 Normative Data

NWEA HAS THE UNIQUE ABILITY to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided within MAP™ and its reports, educators can compare class or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data. They get an understanding of where each child is, and needs to go. Having the right data is a key component in making learning more individual to each child. (Additional information on how norms were determined as well as information on growth norms can be found in the 2008 NWEA RIT Scale Norms Study and RIT Scale Norms for Early Primary Grades documents available for download from NWEA's website.)



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MEASURES OF ACADEMIC PROGRESS™ (MAP) STATUS NORMS

The results of the 2008 NWEA RIT Scale Norms Study include data from over 2.8 million students from 6,905 schools in 1,123 districts located in 42 states. An essential component of status norms for students who took the standard MAP in grades 2-11 was instructional time. Using each district's unique calendar as an anchor, the number of instructional days was estimated for timeframes consisting of beginning-of-year tests, middle-of-year tests, and end-of-year tests. Status norms were determined from a stratified sample of students representing the national school age population, more specifically, ethnicity and socio-economic status at each grade level.

MAP FOR PRIMARY GRADES STATUS NORMS

The results of the interim norming study are included in the 2008 NWEA RIT Scale Norms Study. It examined students in kindergarten and grade 1. The sample, from which the Reading and Mathematics charts were produced, includes 54,000 MAP results from primary grades students who tested in the fall of 2006 through spring 2007. The sample of students for Reading and Mathematics, grades K-1, was too small to support a stratified sample.

MAP FOR SCIENCE STATUS NORMS

The 2008 NWEA RIT Scale Norms Study also includes the results of students in grades 2-10 who were administered MAP for Science. Due to fewer districts testing in General Science and Science Concepts and Processes the stratified sample approach was not used.

OTHER INTERPRETATIONS

Teachers can use MAP test results to determine a student's instructional level by referencing their RIT score in DesCartes or Primary Grades Instructional Data. This will provide indicators of skills and concepts a student understands, skills he or she is developing, and skills that may be academically challenging.

TO LEARN MORE ABOUT DESCARTES AND PRIMARY GRADES INSTRUCTIONAL DATA, CALL NWEA AT 503-624-1951.



| 2008 READING STATUS NORMS (RIT VALUES) | | | | | | | 2008 MATHEMATICS STATUS NORMS (RIT VALUES) | | | | | | |
|--|-------------------|-------|----------------|-------|-------------|-------|--|-------------------|-------|----------------|-------|-------------|-------|
| Grade | Beginning-of-Year | | Middle-of-Year | | End-of-Year | | Grade | Beginning-of-Year | | Middle-of-Year | | End-of-Year | |
| | Median | Mean | Median | Mean | Median | Mean | | Median | Mean | Median | Mean | Median | Mean |
| K | 146 | 147.6 | 151 | 152.4 | 155 | 156.3 | K | 148 | 149.5 | 152 | 153.1 | 158 | 158.1 |
| 1 | 160 | 160.2 | 167 | 166.5 | 173 | 171.9 | 1 | 164 | 163.4 | 171 | 169.9 | 178 | 176.7 |
| 2 | 179 | 179.7 | 186 | 186.0 | 190 | 189.6 | 2 | 179 | 179.5 | 186 | 186.5 | 191 | 190.8 |
| 3 | 192 | 191.6 | 197 | 196.3 | 200 | 199.0 | 3 | 192 | 192.1 | 199 | 198.0 | 203 | 202.4 |
| 4 | 201 | 200.1 | 205 | 203.7 | 207 | 205.8 | 4 | 203 | 203.0 | 208 | 207.6 | 211 | 211.4 |
| 5 | 208 | 206.7 | 211 | 209.6 | 212 | 211.1 | 5 | 212 | 211.7 | 216 | 216.0 | 220 | 219.2 |
| 6 | 213 | 211.6 | 215 | 213.8 | 216 | 214.8 | 6 | 219 | 218.3 | 222 | 221.4 | 225 | 223.8 |
| 7 | 217 | 215.4 | 219 | 217.3 | 219 | 217.9 | 7 | 225 | 224.1 | 228 | 226.4 | 230 | 228.3 |
| 8 | 220 | 219.0 | 222 | 220.6 | 223 | 221.2 | 8 | 230 | 229.3 | 232 | 230.9 | 234 | 232.7 |
| 9 | 222 | 220.9 | 223 | 221.9 | 224 | 222.6 | 9 | 233 | 231.6 | 234 | 232.5 | 236 | 234.0 |
| 10 | 226 | 223.9 | 227 | 224.9 | 228 | 225.4 | 10 | 237 | 235.2 | 238 | 235.9 | 239 | 237.1 |
| 11 | 227 | 225.2 | 228 | 225.6 | 227 | 225.6 | 11 | 239 | 237.1 | 240 | 238.5 | 241 | 239.8 |

| 2008 LANGUAGE USAGE STATUS NORMS (RIT VALUES) | | | | | | |
|---|-------------------|-------|----------------|-------|-------------|-------|
| Grade | Beginning-of-Year | | Middle-of-Year | | End-of-Year | |
| | Median | Mean | Median | Mean | Median | Mean |
| 2 | 180 | 181.2 | 188 | 188.3 | 192 | 191.5 |
| 3 | 193 | 192.6 | 199 | 198.0 | 202 | 200.5 |
| 4 | 202 | 201.0 | 206 | 204.9 | 208 | 207.0 |
| 5 | 208 | 207.2 | 211 | 210.2 | 213 | 211.8 |
| 6 | 213 | 211.7 | 215 | 214.0 | 217 | 215.1 |
| 7 | 217 | 215.1 | 218 | 217.3 | 219 | 217.7 |
| 8 | 220 | 218.4 | 221 | 219.8 | 222 | 220.4 |
| 9 | 221 | 219.4 | 221 | 220.0 | 222 | 220.8 |
| 10 | 223 | 221.6 | 224 | 222.2 | 225 | 222.9 |
| 11 | 225 | 223.6 | 226 | 225.1 | 226 | 224.6 |

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning of year tests, middle of year tests, and end of year tests were established. The centers of these time frames were roughly 20 days, 89 days, and 153 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

| 2008 GENERAL SCIENCE STATUS NORMS (RIT VALUES) | | | | | | | 2008 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES) | | | | | | |
|--|-------------------|-------|----------------|-------|-------------|-------|---|-------------------|-------|----------------|-------|-------------|-------|
| Grade | Beginning-of-Year | | Middle-of-Year | | End-of-Year | | Grade | Beginning-of-Year | | Middle-of-Year | | End-of-Year | |
| | Median | Mean | Median | Mean | Median | Mean | | Median | Mean | Median | Mean | Median | Mean |
| 2 | 184 | 184.7 | 187 | 187.2 | 189 | 189.7 | 2 | 180 | 181.2 | 184 | 184.2 | 187 | 187.2 |
| 3 | 191 | 191.0 | 194 | 193.6 | 196 | 196.3 | 3 | 189 | 189.2 | 192 | 191.9 | 195 | 194.6 |
| 4 | 196 | 196.6 | 199 | 198.8 | 201 | 200.9 | 4 | 195 | 195.2 | 198 | 197.4 | 200 | 199.6 |
| 5 | 201 | 201.1 | 203 | 203.0 | 205 | 204.9 | 5 | 200 | 200.0 | 202 | 201.9 | 204 | 203.7 |
| 6 | 205 | 204.4 | 207 | 205.7 | 208 | 207.0 | 6 | 204 | 203.7 | 205 | 204.7 | 206 | 205.7 |
| 7 | 208 | 207.7 | 209 | 208.7 | 210 | 209.6 | 7 | 207 | 206.9 | 208 | 207.8 | 209 | 208.6 |
| 8 | 211 | 210.5 | 212 | 211.5 | 213 | 212.6 | 8 | 210 | 209.6 | 211 | 210.4 | 212 | 211.2 |
| 9 | 213 | 212.4 | 214 | 212.8 | 214 | 213.3 | 9 | 212 | 211.4 | 213 | 211.7 | 213 | 212.1 |
| 10 | 216 | 214.9 | 217 | 215.9 | 218 | 216.8 | 10 | 214 | 213.3 | 215 | 214.0 | 216 | 214.8 |

*Values based on between 1000 and 2000 cases are shaded. Exercise caution when using these values.